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ABSTRACT

Focusing on pre-collegiate public education in the United States, this working paper seeks to develop a common knowledge base, design a grantmaking strategy in the field, and inform educators and other grantmakers about the interests of the Conrad N. Hilton Foundation. The document contains six major sections covering the following: (1) a brief historical overview of the goals and practices of American public education; (2) demographic and financial data describing its current status; (3) a summary of the findings, recommendations, and reactions to recent studies of public education; (4) an explanation of some of the current trends in public school reform; (5) a look at the crisis in the teaching profession--its causes and possible cures; and (6) a discussion of the Foundation's desire to help improve American education and its particular area of focus: teachers. To improve the pool of future teachers and retain the existing good teachers, the Foundation will consider funding projects concerning: (1) professional development for high potential teachers and administrators; (2) career development for promising high school students; (3) greater public awareness of the promising and positive aspects of the teaching profession; and (4) increasing literacy skills in young people. (ETS)

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Pre-collegiate Public Education
Issues and Programs

Conrad N. Hilton Foundation

An Occasional Paper Series

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DRAFT

BALANCING QUALITY AND EQUITY

Toward a Grantmaking Program in Pre-Collegiate Public Education

CONRAD N. HILTON FOUNDATION

January 1986

"One of the quickest ways for a nation to commit suicide is to ignore its youth."

- Conrad N. Hilton

ABOUT THE CONRAD N. HILTON FOUNDATION

The Conrad N. Hilton Foundation is one of the country's larger private foundations. It was formed by the charitable bequest of Mr. Conrad N. Hilton, the Founder of the Hilton Hotels Corporation. The Foundation has several interests which are now being refined by its Board of Directors including:

- A specific field test of a drug abuse prevention education program
- The human services work of the Catholic Sisters in the U.S.
- Reducing and preventing family violence
- Strengthening elementary and secondary public education (The subject of this paper)

A limited number of additional fields, including some international grantmaking, will be added by the Board after the Foundation has been fully funded.

ABOUT THE OCCASIONAL PAPER SERIES

The Conrad N. Hilton Foundation would like to be of service to others in several ways beyond its traditional role of providing funds for meritorious philanthropic projects in its areas of interest. Under the auspices of its Board of Directors and President, Donald H. Hubbs, the Foundation's staff has sought out the opportunity to provide selectively a needed public service or to be a catalyst or entrepreneur for worthwhile projects. The Occasional Paper Series is an effort to share with the broader community some of what we have learned from these projects and/or summarize our analysis of selected topics of interest and concern to the Foundation and our colleagues. Other papers in this series are:

The Human Services Work of the Catholic Sisters - 1984

Family Violence: Issues and Programs - 1985

ABOUT THIS PAPER

This paper was initially drafted by Robert O. Steiner, Program Officer, and brought up to date by Ellen Friedman, Program Assistant, with the guidance of Terry W. McAdam, Program Director of the Foundation. Invaluable assistance was provided by Marge G. Balopole. Numerous foundation, government, and academic colleagues were consulted in preparing this paper.

This document is a working paper intended to help us:

- Develop a common knowledge base on the issue of pre-collegiate public education
- Design a meaningful grantmaking strategy in the field
- Communicate with practitioners and other grantmakers about our interests

To this end, the paper will:

- Provide a brief historical overview of public education in the United States
- Present some basic data on the current status of public education in this country
- Summarize the findings, recommendations, and reactions to recent studies on the state of public education
- Explore some of the current trends in public school reform
- Outline the coming crisis in the teaching profession
- Examine specific leverage points for Conrad N. Hilton Foundation grantmaking

I. HISTORY

This section addresses the historical goals and practice of public education.

Goals

While the specific tasks established for the education of young people in Western society have varied considerably throughout history, three broad purposes emerge as the goals of education:

- The transmission of a body of common knowledge
- The inculcation of a set of useful skills
- The transference of a set of values and behaviors deemed necessary to the development of an informed, enfranchised citizenship

Modern educators frequently advocate two additional goals for education:

- The fostering of habits of critical thinking
- The creation of opportunities for personal growth and self-realization

History...

Practice

Several important trends have characterized education in the United States from colonial times to the present.

- Early American education was essentially utilitarian.
  - Only a small fraction of the populace attended university; what little formal instruction was available to the general population stressed the immediately useful skills of reading, writing, and arithmetic.
  - School terms were short, typically three months per year. There was little time for schooling in the lives of children who were needed on the farm and later in the factory.
  - The education of people of color was actively discouraged; as late as 1831, Virginia enacted legislation providing that blacks being taught to read or write be subject to public whipping. Instruction of blacks by white teachers was punishable by up to two months' imprisonment.
- The impetus for universal education came from the conviction that knowledge is essential to self-government, as well as from the demands of a growing industrial and commercial economy.
  - As early as 1647, the Massachusetts Bay Colony passed a law requiring that every town or village of fifty or more adults employ a schoolmaster to teach the children reading and writing.
  - In 1776, Pennsylvania called for the establishment of publicly assisted county schools.
  - In 1779, Thomas Jefferson proposed that every American child receive three years of publicly supported education.

History...

- In the decades following 1800, calls for universal public education were widespread among both public officials and private citizens.
  - The first public high school, a school for boys, was established in 1821.
  - Elementary schools proliferated after 1830.
- The democratization of the schools proceeded more slowly than the expansion of the schools.
  - During the nineteenth century, the offspring of the middle classes were much more likely to attend school than those of the working classes.
  - While there was a significant amount of advocacy of the education of females even in colonial times, their actual participation in public education generally lagged behind that of males. "Female education" typically took domestic utility as their theme. Women were to be educated to become better wives and mothers.
  - In 1870, only 34% of black youngsters received any formal schooling whatever. As late as 1950, only half as many black children completed high school as did their white counterparts. It was only following a series of Supreme Court verdicts commencing with the 1954 desegregation decision in Brown vs. Board of Education that anything approaching equal opportunity became available to minority children.
  - In 1985, however, almost 20% of black youth and 33.9% of Hispanics are dropping out as opposed to 14.5% of whites, highlighting the fact that the democratization of the schools still has not completely occurred.

II. THE CURRENT STATUS OF PUBLIC EDUCATION

Demography and Financing: An Overview

- Approximately 90% of America's elementary and secondary school students attend public schools.
- Total enrollment in the public schools is approximately 39 million. Of this total, 27 million are in pre-primary to 8th grade, and 12 million in the 9th to 12th grade.
- The schools are located in some 16,000 separate districts across the country.
- Government at all levels currently spends approximately $117 billion on elementary and secondary public education.
- Public schools currently draw students from all sectors of society, including the wealthiest.
- Many private university students were educated in public schools (e.g., 68% at Columbia and 90% at M.I.T.)

It is in the changing demography of the schools, and the related problems of financing them, that many observers find some of the most serious threats to public education and ultimately to American society.

Demographics...

The emerging demographic problem is concerned with:

1. The relative poverty and increasing geographic concentration of America's growing minority population.

   - In 1979, 30.2% of black families and 23.8% of Hispanic families had incomes below the poverty level, compared with 9.4% of white families.

   - Members of minority groups currently constitute 27% of the national public school enrollment. Minorities are expected to make up one third of public school enrollments by 1990. The increase in minority enrollments in city schools is illustrated below:

	Percent Minority		
	1968	1978	1982
Detroit	61%	86%	89%
Chicago	62	79	84
Los Angeles	43	70	78
Dallas	38	66	74
New York City	54	71	74
Philadelphia	61	69	73
Milwaukee	24	49	58

   - By the year 2000, 53 major American cities are expected to have "majority minority" populations.

   - One consequence of this rise in minority populations is the increasing numbers of children who grow up in homes where English is not the primary language. The Los Angeles Unified School District estimates that 86 different languages are spoken in their schools. In New York City the comparable number is over 100.

Demographics

2. The loss of a "natural" constituency to support public education.

- The loss of public education's "natural" constituency is reflected in the projected increase in both the over-65 population and the population of newborns.

- The over-65 population currently outnumbers teenagers for the first time in history. The effects of this aging will be mostly indirect, arising from the increasing pressures that health expenditures will exert on public sector budgets. In other words, the educational system can expect to face increasing competition for public support from health and other systems.

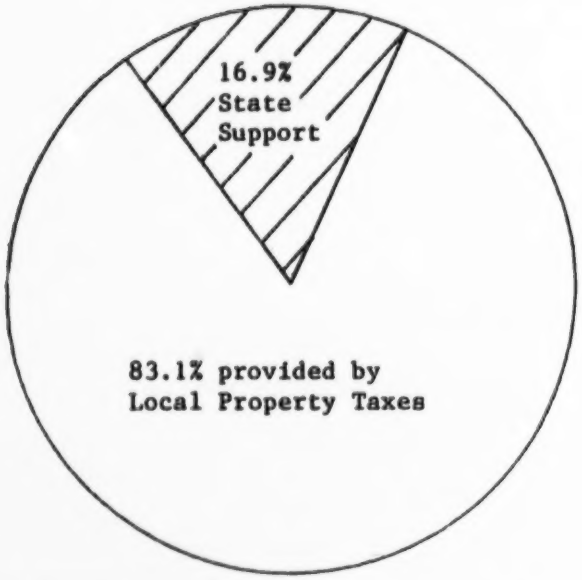
- The "baby boom" generation is currently having children in relatively high numbers. While this will produce a temporary bulge in school enrollments in the immediate future, the long-term prospects are for a decline in the numbers of children entering public school.

School Financing

The financing of public schools is primarily the responsibility of the state and local governments. The distribution of state and local support has dramatically changed over the last 50 years.

Changes in Financing Public Schools

1930



1980

The federal government's share of school revenues had increased steadily from 1930-80, it declined since 1981; currently the federal government contributes 7.1% to financing of public schools. Most of this income is earmarked for special projects and populations (i.e., handicapped children).

School Financing...

This financing formula has resulted in vastly different per pupil expenditures, largely the result of differences in local property wealth, leading to de facto inequities in school financing. For example, in 1975, the Brothers, Oregon, school district had an assessed value of property of $537,761 per pupil. In contrast, the Knox Butte, Oregon school district was restricted to a tax base of $16,119 in assessed value of property for every pupil. Many states have attempted to alter their methods of generating and distributing funds for schools to alleviate this inequality. Oregon has not.

Accompanying the increase in state financing responsibility has been a parallel increase in state control of school policy.

- Many states have developed state-mandated curricula, thus removing local school board and teacher involvement in instructional development.
- In the first ten months of 1980, California state education authorities were sued 34 times. In most lawsuits, plaintiffs wanted the State Board to intervene in local affairs.

Constructive change in public education must acknowledge and utilize this strong role of state government in education.

III. THE RECENT REPORTS: MAJOR FINDINGS AND RECOMMENDATIONS

A. Findings and Criticisms

Criticism of American public schools is not new to the 1980's. However, never before have there been so many studies published and so many groups that are critical of the public schools. In recent years more than a dozen reports on the state of public education have been published. A sample of their findings follows:

- Many 17 year olds do not possess the "higher order" intellectual skills we should expect of them.
  - Nearly 40% cannot draw inferences from written materials, and only a third can solve a mathematical problem requiring several steps.
  - Only one fifth of 17 year olds can write a persuasive essay.
  - Teachers have had limited training in teaching methods that support this goal.
- There do not appear to be enough teachers. A 1981 survey revealed that 43 out of 45 reporting states indicated a shortage of secondary school mathematics teachers, and 42 states reported a shortage of physics teachers. Between 1971 and 1980, a survey of 600 colleges revealed a 64% decline in the number of secondary school teachers being prepared, and a 78% drop in the number of science teachers.
- Efforts to achieve educational parity between white and non-white segments of the population have achieved a measure of success, but still have far to go. Illiteracy is currently 17% among all 17 year olds and 40% among minority 17 year olds.
- Attempts to desegregate public schools have been successful in only a few places. Between 1968 and 1978, racial isolation of minority schools actually increased. As of 1980, 63% of black children were attending predominantly minority schools. It is the in the Southern states that most advances toward desegregation have occurred.
- Despite research evidence showing that "tracking", the sorting of children into separate "ability" groups (high, average, or low), does not encourage children to learn better, tracking is still common in many schools.

B. Major Recommendations of the Reports

Hundreds of specific recommendations have been offered by the writers of the major recent studies of elementary and secondary education. While there are some disagreements among them, our analysis of the reports reveals a number of patterns and common themes, which are summarized below.

- Schools need clear goals. Schools in America are being asked to serve a diverse variety of purposes -- perhaps too many purposes -- and they lack a clear sense of mission. John Goodlad described the welter of state guides to education as a "conceptual swamp." In scores of interviews, Ernest Boyer found great confusion concerning objectives among all groups concerned with schooling -- teachers, principals, and students.

- Greater time and resources need to be directed to the core curriculum in America's schools. The National Commission on Excellence in Education recommended the following "Five New Basics" as minimum graduation requirements: (a) 4 years of English; (b) 3 years of mathematics; (c) 3 years of science; (d) 3 years of social studies; and (e) one half year of computer science.

- High school work should emphasize higher order thinking skills, with particular stress on the mastery of language. Students need to be taught more than just "facts"; they need to learn how to learn and to think critically.

- Teacher preparation, salaries, and working conditions require substantial improvement. Specific reforms recommeded include:

  - Career ladders and salary schedules that create incentives comparable to those in other professions.

  - Higher standards for teacher training.

  - 11-month contracts to allow greater time for preparatory work.

  - The use of non-school personnel as teachers in areas of severe teacher shortage, such as science and mathematics.

  - The provision of financial incentives at the preparatory level -- e.g., grants and loans -- to attract more of the ablest students into the teaching profession.

Major Recommendations of the Reports...

- Ongoing efforts are needed to reduce the isolation of schools from one another and from their surrounding communities.

- Educational decision making needs to take place at the local level, with only the broad goals and policies set by the state and federal governments. Almost all the major success stories hinge not on statewide policy initiatives, but on the personal leadership of a superintendent, principal, or teacher.

C. The Reports Criticized

While the recent education reports have generated increased public attention to the needs of public schools, there are a number of educational researchers and practitioners who point to areas that were untouched or inadequately addressed by the reports.

- The reports talk about changes that come from the top down...It is important to remember that teaching and learning take place in local school buildings and classrooms.

- The reports' recommendations for more homework, more tests, and longer school days, do not address the key issues of how to motivate and engage students so that the more rigorous requirements do not lead to increased dropout rates and/or lower achievement rates.

- For the most part, the "equity" issues in public education were not addressed by the reports. The particular problems facing low-income, minority, and limited English speaking students were only discussed when supplemental reports addressing their needs were published (i.e., "Make Something Happen;" The Hispanic Policy Development Project; "Barriers to Excellence;" National Coalition of Advocates for Students).

Although they may applaud certain features of the recent reports, these critics raise fundamental issues with which the reports do not adequately deal. These issues include the specter of increased bureaucratization of the schools and an inability of top-down reform efforts to recognize the uniqueness and multiplicity of individual students, classroom teachers, schools, and communities.

IV. CURRENT TRENDS IN SCHOOL REFORM

On both state and local levels, public policymakers and the education community have responded to the need to reform public schools to meet the changing needs of today's student population.

A. State Initiatives

A Spring 1985 survey by the New York Times of recent educational reform efforts in each of the 50 states and the District of Columbia indicated that:

- 12 states have enacted major plans aimed at improving education at all levels and have, in some cases, tripled their spending on education.
- 48 states have enacted legislation increasing the number of courses in English, mathematics, natural science, and social science. California's requirements of 4 years of English, 3 of social studies, and two of math and natural science is typical.
- About 20 states have enacted legislation or have proposals requiring that students be computer literate by the time they receive their high school diplomas.
- Although opposed by a majority of the nation's public school teachers, more than 30 states have enacted legislation requiring proficiency exams in basic skills for both new and potential teachers.

However, no new legislation has been introduced in any state since the beginning of 1985. Some education reform experts are concerned that public concern has shifted to other issues.

B. School Effectiveness Movement

The "school effectiveness" literature suggests that programmatic and/or structural changes at the school level can produce an environment that leads to academic improvement. There are five characteristics that have been identified as helping to produce effective schools.

- Schools with strong administrative leadership.
- Teachers who have high academic expectations for their students.
- The school's atmosphere is orderly and conducive to the instructional business at hand.
- Schools that make clear that student acquisition of basic school skills takes precedence over all other school activities.
- Schools where pupil progress is frequently monitored.

The research on effective schools has given rise to the "Effective Schools Movement."

- At least 8 states have incorporated the research findings into their school improvement policies.
- 875 local districts in 25 states have school effectiveness projects operating in their local schools.

C. Other Local Initiatives

Across the country communities are working together to improve their schools. Some projects have been initiated by concerned parents; others by teachers working in concert with a local principal or superintendent.

- Community participation projects which reach out to parents and local business leaders have resulted in broad-based support for the schools.
  - In Santa Barbara, California, a year-long community planning effort has resulted in a day-long community conference and an ongoing process to set priorities for the schools.
  - The Arkansas Education Renewal Project is a planning process which includes the entire local school district. Administrators, teachers, students, and community people are involved in identifying and solving problems facing Arkansas' schools.
- School/business partnerships attempt to involve businesses in the school improvement process and to generate understanding in the business community for schools.
  - Local Education Funds, like The San Francisco Educational Fund and the Los Angeles Educational Partnership, pool modest corporate and foundation contributions with other donations. These funds are used to support a variety of school improvement projects through teacher mini-grants and school improvement grants.
  - Adopt-A-School programs encourage one or more businesses to enter into a partnership with one school. At North High in Omaha, Nebraska, Mutual of Omaha, the Lozier Corporation, and the Union Pacific Railroad joined together to support North High. Volunteers from the businesses donate time and materials to the school. This has been done in many other parts of the country.

Other Local Initiatives...

- District/Union Cooperation - Collective bargaining is a way of life in almost every school district. Historically, relations between teachers and school administrators have been peppered with bitter strikes and strained relations. In some communities, unions and district personnel are finding ways to work together to find constructive solutions to educational problems.

  - In Madison, Wisconsin, the local union and the district formed a Joint Task Force on Educational Excellence that has provided the leadership to implement the district's school improvement plans.

  - The Toledo Federation of Teachers (TFT), Toledo, Ohio, initiated an innovative teacher evaluation process which uses skilled teacher consultants to evaluate new teachers and experienced teachers having difficulty. Additionally, the TFT is represented on all district committees relating to curriculum, testing, and staff development.

V. THE CRISIS IN THE TEACHING PROFESSION

There are currently more than two million individuals teaching in the public school system. They enter teaching for a variety of reasons. They:

- Love youngsters
- Delight in seeing them learn
- Have a strong motivation to contribute to their growth and development

A majority of people enter teaching for the intrinsic rewards. Researchers have commented on the strong sense of "mission" among teachers.

We currently have an older, experienced teaching force. This is a benefit for now, but poses a potential future problem. The average teacher:

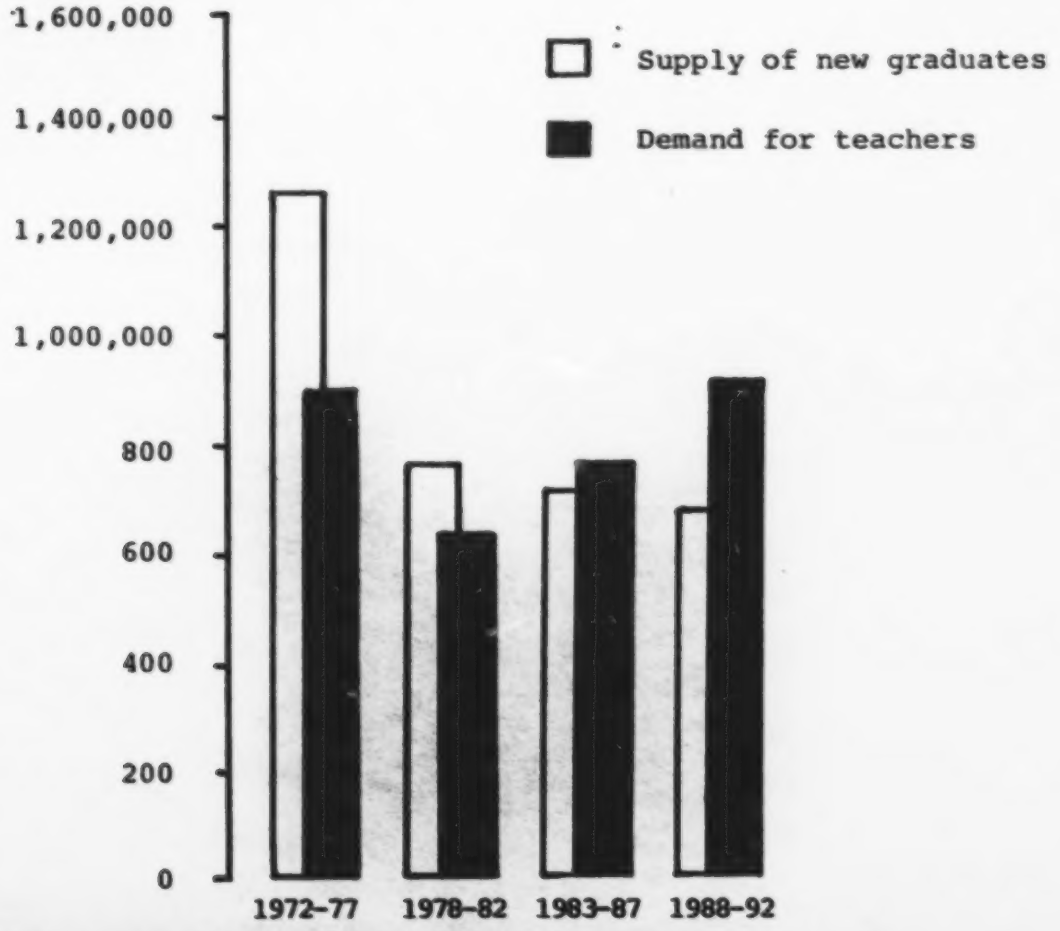
- Has 14.7 years of experience
- Is 41 years of age
- Works between 50-55 hours each week

Large numbers of teachers are leaving the profession. Many are retiring, but many are leaving after only a few years in the classroom. Those who are leaving tend to be the more able. The numbers of college students planning to enter teaching have declined sharply in recent years, and those who enter come increasingly from the bottom quarter of their class.

Crisis...

The supply of new teacher graduates relative to demand for teachers is expected to decline sharply over the next decade. A recent projection by the National Center for Education Statistics suggests that supply has already fallen below demand.

PROJECTED DEMAND FOR ELEMENTARY, SECONDARY TEACHERS



Crisis...

- There are many factors contributing to this situation. While research has overwhelmingly shown that pay is not the major reason for this crisis, salaries must be raised in order for our nation to attract more talented teachers.

  - The nationwide average annual salary for teachers is $18,945. Starting salaries are in the neighborhood of $13,000. The top of the pay scale for a teacher with a Master's Degree and 15 years of experience is around $30,000.

  - The percentage of school budgets earmarked for teacher salaries declined from 49% to 41% from 1972-82.

  - In comparison, the average beginning salaries for Bachelor's Degree-level computer programmers is $24,809; for accountants, is $26,306, and for engineers, the average salary is $34,745.

Crisis...

Other factors that contribute to talented people leaving the teaching profession include:

- Lack of professional working conditions
  - Often teachers are required to teach without enough textbooks for all students.
  - No teacher has any support services such as clerical help for typing, duplicating, and paperwork chores.
  - Most teachers work with approximately 140 students each day and have no time during the regular school day for correcting papers, planning lessons, or individual conferences with students -- all of these tasks are done after school hours, on the teachers' own time.
  - Teachers are regularly required to monitor halls and bathrooms, and to provide supervision of students during lunch hours.
  - Most staff development activities take place after hours or on weekends -- usually with no additional compensation.
- Isolation from peers
  - Teaching is one of the few professions that does not have a built-in mechanism for interaction with one's peers.
  - Teachers in isolated settings are more apt to follow teaching models recalled from their student days rather than to seek new models among their contemporaries.
  - Practical knowledge acquired by experienced teachers is seldom passed along to new recruits
- Little or no input into educational decisions that impact the classroom
  - State-mandated curricula do not allow for variation in learning patterns or any creativity on the part of individual teachers.
  - Teachers often have no input in planning or budget decisions that impact their ability to teach.
  - Teachers are unable to choose the textbooks they use in the classroom.

Professionalization of Teaching

The key to reversing the trend of talented teachers leaving the profession lies in the professionalization of teaching. In the words of Sara Lawrence Lightfoot, "The good schools nourish teachers." If teaching is to compete with other professions for gifted practitioners, schools and communities may need to give teachers rights, responsibilities, and dignity consonant with professional status.

- A key to this process is the partial decentralization of power, together with increased autonomy for capable practitioners. Theodore Sizer has put this issue succinctly: "The decentralizing of substantial authority to the persons close to the students is essential...Unless we trust some teachers, we will get only semi-competent people in the profession."

- Also important to the professionalization of teaching is the breaking down of teacher isolation and the encouragement of collegiality. This may be facilitated by the creation of "teacher networks," including opportunities to observe other teachers' work.

- When new ideas are brought into schools from the outside, they must gain the collaborative support of teachers if they are to be successfully implemented. As noted in a report of the National Institute of Education, "Behind the classroom door teachers can sabotage the best-laid plans of systems analysts or can unwittingly derail a reform if they are not helped to understand it."

Professionalization...

- A key to building an improved environment for teaching is the creation of a climate of loyalty to the school and understanding of its goals on the part of both teachers and students. Three conditions help foster such loyalty and understanding:

  - Making the school site the locus of goal development, staff development, curriculum planning, and teacher evaluation -- with the teachers themselves largely responsible for these processes.

  - Breaking big schools into smaller units, or creating "mini-schools" within schools.

  - Leadership and support for teachers on the part of the school principal.

- Many teachers are eager to improve educational practice, but are out of touch with schools of education and other sources of assistance. Bottom-up strategies for educational reform would recognize the pivotal role of the classroom teacher and would provide technical assistance to teachers, preferably at the school site.

VI. SUMMARY AND RECOMMENDATIONS

A. Educational Grantmaking: A Rationale

In their recent observations of hundreds of American classrooms, John Goodlad and other investigators found a prevalence of teaching methods and classroom management techniques that were essentially unchanged from those that prevailed fifty or one hundred years ago. Such methods were often wedded to curricula that failed to stimulate or challenge the mind. Too often, these factors contributed to ineffective classrooms characterized by bored and listless students and by frustrated teachers.

Recent recommendations and legislative efforts to address the problems of pre-collegiate education often fail to recognize the needs and opportunities for qualitative change in American education. There is little reason to believe that legislated increases in the time spent in school, or marginal increases in education budgets, will by themselves significantly improve our education systems as a whole.

On the other hand, it is heartening to recognize that there are examples of very effective classrooms, schools, and school systems in many parts of the country -- places where teachers and students care a great deal, where significant learning takes place, and where the culture of schooling is positive and supportive. Such classrooms and schools exist in poor as well as in affluent communities, in predominantly black and Hispanic as well as in white neighborhoods. There are also numerous examples of community programs, existing outside or in complementary relationships to the public school systems, where teaching and learning are proceeding successfully.

Furthermore, educational researchers and practitioners have in recent decades deomonstrated numerous ways to effectively reach students, to reduce failure rates, and to mitigate the negative effects of poverty and other social ills so often blamed for America's educational problems.

Foundations operating well-conceived grant programs in the schools have reported very favorable results. The Conrad N. Hilton Foundation is in a position to build on the efforts of others involved in the improvement of American education by seeking out, testing, and replicating promising educational projects and programs.

We have also become painfully aware of our limitations in terms of our financial resources and the scale of problems which face public education today. As a result, our Directors have concluded that our Donor's philanthropic resources can be spent most effectively if we focus on a single element of the public education system.

B. Recommended Areas of Focus

Teachers are the foundation of our school system. The key ingredient of any education reform agenda must be the awareness that success will ultimately depend on an individual teacher who will teach his/her students with enthusiasm and skill. Because of this awareness, and our concern about the rapidly advancing crisis facing the teaching profession, our Foundation will focus on the following two goals:

- Attracting intelligent, talented, and motivated people into the teaching profession
- Retaining existing good teachers in the public schools

The need to increase the professional stature of teachers will serve as our overarching theme in this area. Consequently, we will consider projects that address the following priority areas:

- Professional development projects for high potential teachers and administrators, with a particular emphasis on new teachers
  - Projects that provide opportunities for teachers to develop peer networks and that encourage teacher involvement at the school building and school district level in finding solutions for educational problems, will be given priority.

Recommended Areas of Focus...

- Career development programs aimed at promising high school students which contain both a quality-oriented recruitment effort in concert with a strong retention component. For example, projects that involve high school students in peer tutoring or teaching internship programs in connection with "mentor" teacher-type programs will be examined closely.

- Programs to strengthen public awareness of the promising and positive aspects of the teaching profession. For example, efforts aimed at educating policymakers about educational issues and projects that attempt to reach a large number of people to help strengthen community support for teachers will be our primary interests.

In addition, the Board of Directors of our Foundation has a strong interest in LITERACY EDUCATION Programs in the K-12 public school system. We see increased literacy skills in young people as important in insuring that we have a talented pool of potential future teachers, and other professionals, to draw on in the future.

The Foundation expects to test a limited number of projects in this area over the next few years with the intention of narrowing our grantmaking to 2-4 programs that we would support aggressively through a wide-scale implementation process. Therefore, we will give priority to local programs that can be developed into large-scale efforts.

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